

National Partnership Program Dioceses of Wilcannia-Forbes, Wollongong and Lismore

Workshop 3: Authentic learning

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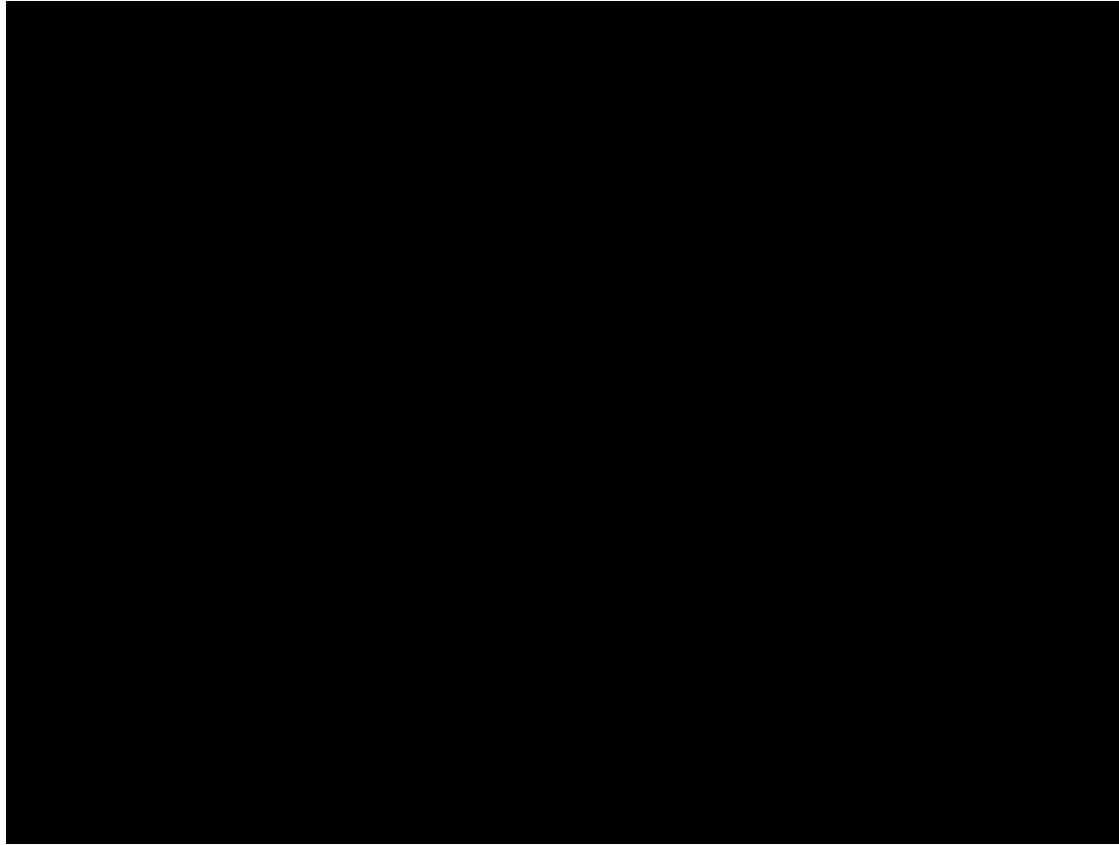


Our ideas about authentic learning

- Each person take three slips of paper and on each write one feature of authentic learning
- “Pool” these in your school group, sorting similar ideas.
- Watch the video which follows and rate it against your features.
- Be ready to discuss.



One experience of learning



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OUR OPTIONS

(adapted from Starratt, 2004)

Authentic Learning

- Development of personal meaning
- Awareness of relationship between the self and the subject/object of study
- Respect for the integrity of the subject/object of study
- Appreciation of implications for the trajectory of one's life
- Application of a rich understanding of the subject/object of study in practice
- Transformation into a more fully human individual

Inauthentic Learning

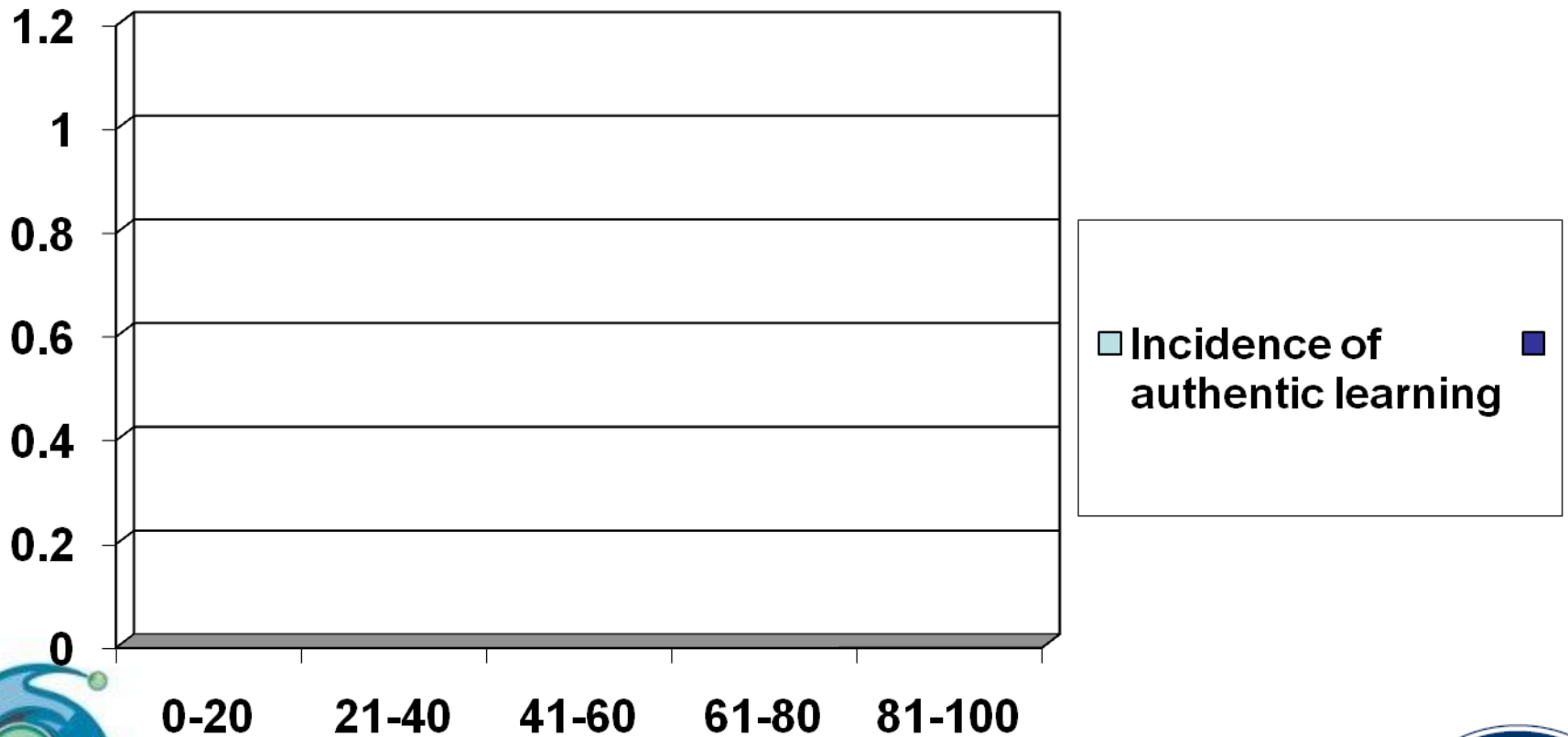
- Impersonal appropriation of information.
- Learner disconnected from the subject/object of study
- No concern for or with the integrity of the subject/object of study
- Concern for right answers to the teacher's questions in order to get a passing grade (or job)
- Can perform a superficial, formulaic, understanding of the subject/object of study
- Individual left fundamentally unchanged as a human being

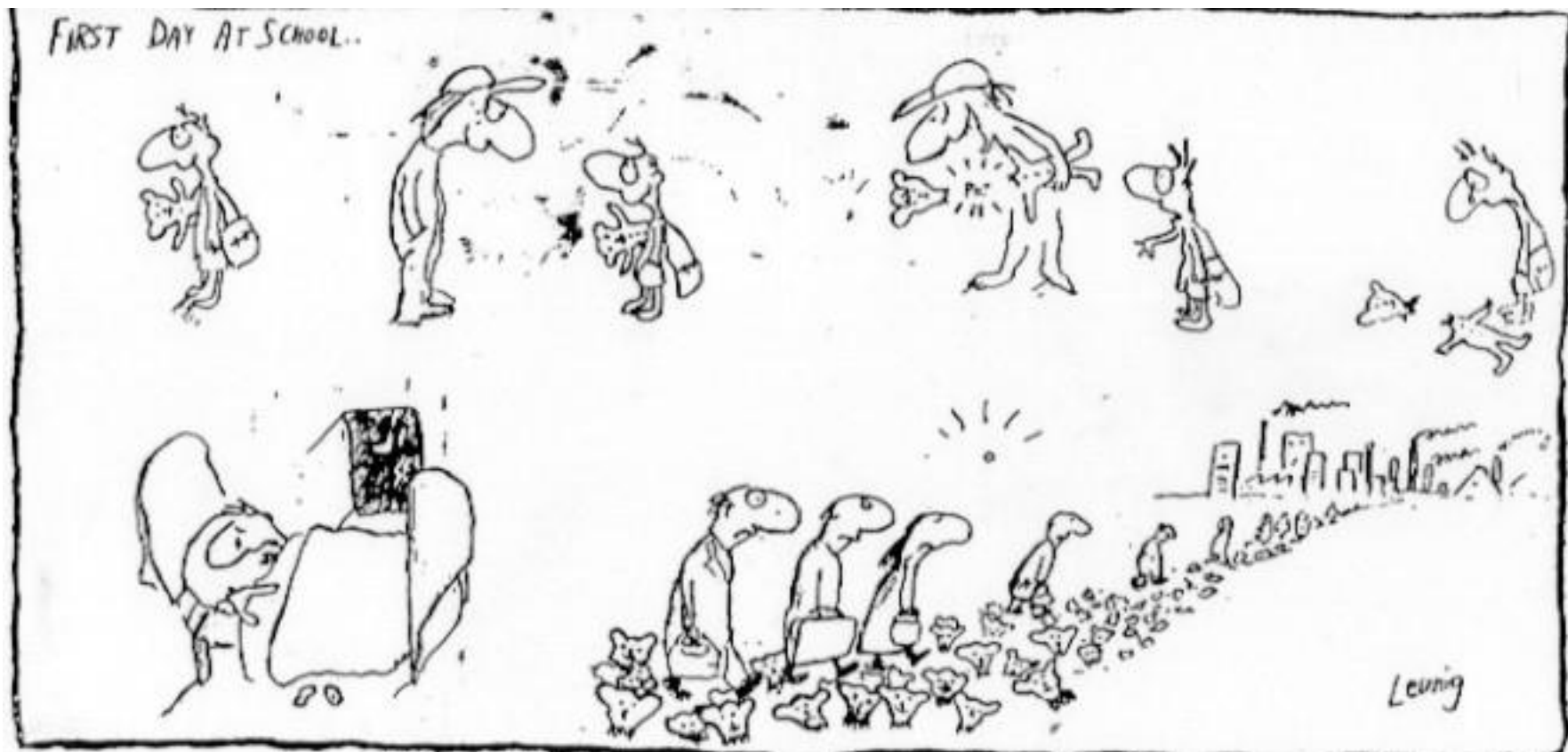


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Experience of authentic learning





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Focus 6: Authentic Learning

- Authentic learning is the very heart of the enterprise in Catholic schools. It is the most profound manifestation of the moral purpose which is captured in its vision of transformed learners.



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Authentic learning

Standards for learning

- Explicit and challenging standards make a significant contribution to teaching and learning. They should reflect the rich purpose of the school, not being limited to simply academic outcomes. Useful standards are comprehensible and based on the syllabus as it has been adapted to the purposes of the particular school.



Authentic learning: Standards for learning

An effective Catholic school:

- Expects high standards – based on syllabus outcomes and indicators
- Challenges students in all areas of their development
- Develops standards that are clear and known by staff, students and parents
- Provides for individual differences through curriculum differentiation
- Organises the program within and across stages
- Develops a curriculum for authentic learning experiences
- Develops a curriculum which reflects Catholic values

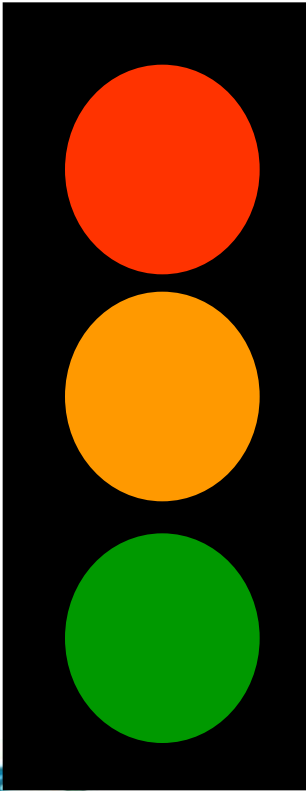


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Reflection

- Evidence



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Authentic learning

Organising for learning

- Using a school's resources, buildings, time and people in different ways will give different learning outcomes. Authentic learning requires a quality learning environment.



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Authentic learning: Organising for learning

An effective Catholic school:

- Allocates resources with a priority on learning
- Makes the most of the time available for learning (How much and when)
- Optimises the use of space to enhance learning outcomes
- Uses technology to support teaching and learning
- Uses a variety of groupings reflecting differing ability/interest
- Allows students to feel safe and secure
- Ensures there is equity in the allocation of resources

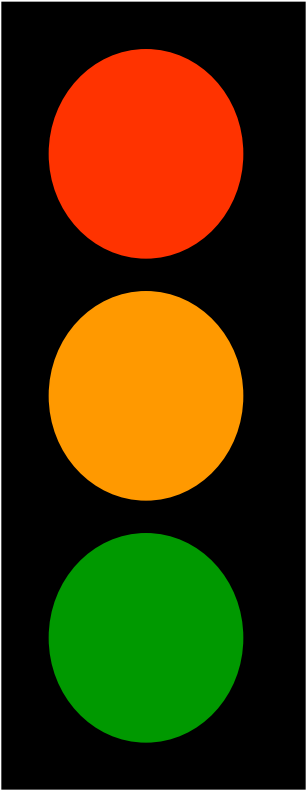


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Reflection

- Evidence



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Authentic learning

Pedagogy

- The Macquarie Dictionary defines pedagogy as “the function, work or art of a teacher” In the pursuit of authentic learning – learning that makes contact with the realities of students’ lives - teachers need to be skilled in their art, constantly examining the way their practice assists learning for *all* students.



Authentic learning: Pedagogy

An effective Catholic school:

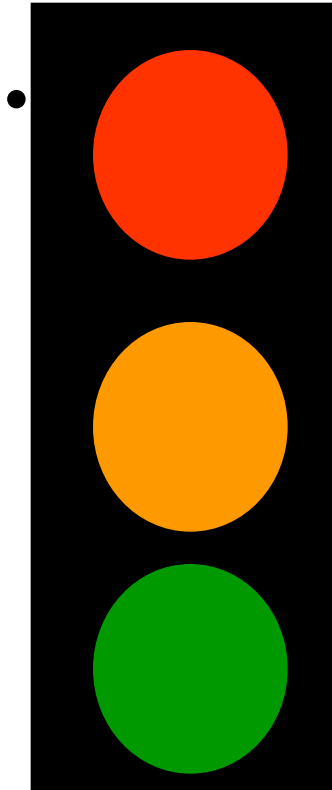
- Is welcoming and inclusive of all students, with particular concern for those with the greatest needs.
- Caters for student differences.
- Uses a variety of teaching strategies
- Makes the most of learning time
- Understands learning as a relational activity
- Allows for many kinds of interaction
- Makes use of different contexts for learning (in and out of school)
- Provides targeted intervention programs for students with special educational needs
- Reviews constantly, using evidence for improvement



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Reflection



- Evidence



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Authentic learning

Student engagement

- Authentic learning requires a close engagement of the student with the processes and content of learning.



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Authentic learning: Student engagement

An effective Catholic school:

- Is explicitly focussed on goals
- Seeks to make learning relevant to the lives of students
- Builds new learning on previous understanding
- Seeks to extend knowledge, skills and attitudes
- Develops self knowledge and self-management
- Promotes student self-responsibility and initiative
- Goes beyond mere facts
- Promotes student decision-making
- Enables transfer to new situations.

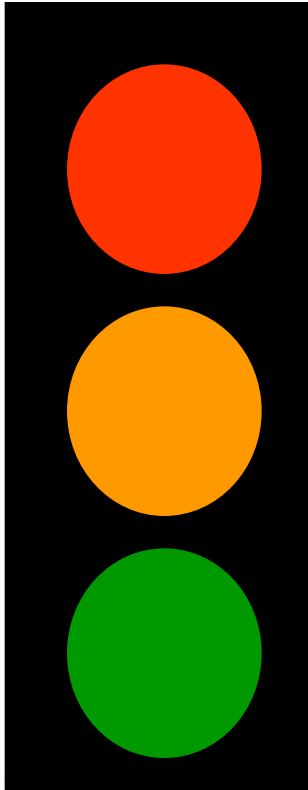


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Reflection

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Authentic learning

Assessment FOR and AS learning

- Assessment is not just about reporting student achievement. It is a way to help teachers and students decide what they need to learn next (and how). It should be an integral part of the learning and teaching process.



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Authentic learning: Assessment FOR and AS learning

An effective Catholic school:

- Promotes assessment FOR learning and AS learning (not just OF learning)
- Bases assessment on curriculum
- Matches performance against standards
- Provides regular, clear and meaningful feedback to students and parents
- Values teachers' professional judgements
- Uses assessment data to shape teaching and learning

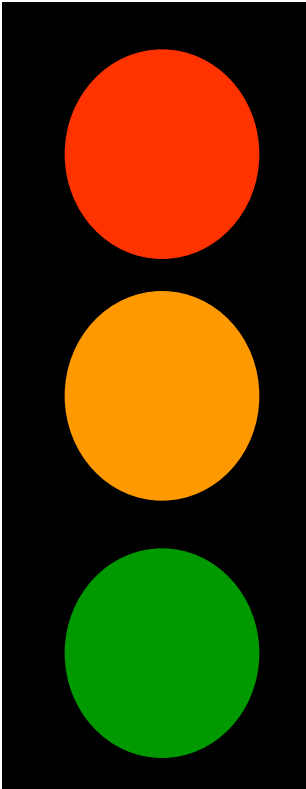


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Reflection

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Overview

Look back at the “traffic lights”.

Which areas of authentic learning are strengths for your school?

Which areas pose challenges?

- Keep a record of your discussion



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Learning in context!



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An *LTL* principal sums up

I am very proud of where we have arrived, and where we continue to grow. ... The personal growth, confidence, hope and decision to make a difference continue to burn strongly. Even better is the reality that it is unthinkable that a child could fail. Every day continues to be characterised by sweat, determination and the belief that we do make a difference.

